IRN # 025999

Ohio Department of Education

# Muraski Elementary School

20270 Royalton Rd, Strongsville, OH 44149-4979 - Grades K-6 - Cuyahoga County

## 2009-2010 School Year Report Card

Current Principal: Justina L. Peters (440) 572-7160

Current Superintendent: Jefferey R. Lampert (440) 572-7000

Your School's Designation: **Excellent with Distinction**

Number of State Indicators Met out of 10: **10**

Performance Index (0-120 points): **103.7**

Adequate Yearly Progress (AYP): **Met**

School Improvement ‡: OK

Value-Added Measure: + = above

‡ Students enrolled in Title I schools in School Improvement may be eligible for Public School Choice or Supplemental Educational Services. Contact your school for specific options available to your child.

The School Report Card for the 2009-2010 school year shows the progress schools have made based on four measures of performance.

Indicators | Performance Index | Adequate Yearly Progress | Value-Added

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

The six designations are
- Excellent with Distinction
- Excellent
- Effective
- Continuous Improvement
- Academic Watch
- Academic Emergency

### State Indicators

| State Indicators | Percentage of Students at and above the Proficient Level: Your School 2009-2010 | Your District 2009-2010 | State 2009-2010 |
|---|---|---|---|
| ***3rd Grade Achievement*** | *The state requirement is 75 percent* | | |
| 1. Reading | **88.8 %** ✓ | **89.7 %** | **78.4 %** |
| 2. Mathematics | **87.5 %** ✓ | **88.8 %** | **76.9 %** |
| ***4th Grade Achievement*** | *The state requirement is 75 percent* | | |
| 3. Reading | **93.3 %** ✓ | **88.5 %** | **81 %** |
| 4. Mathematics | **93.3 %** ✓ | **84.4 %** | **76.2 %** |
| ***5th Grade Achievement*** | *The state requirement is 75 percent* | | |
| 5. Reading | **86.7 %** ✓ | **84.8 %** | 71.8 % |
| 6. Mathematics | **85.3 %** ✓ | **77.2 %** | 67 % |
| 7. Science | **82.7 %** ✓ | **79.0 %** | 69.9 % |
| ***6th Grade Achievement*** | *The state requirement is 75 percent* | | |
| 8. Reading | **94.3 %** ✓ | **95.0 %** | **84.1 %** |
| 9. Mathematics | **91.4 %** ✓ | **86.7 %** | **77.4 %** |
| ***7th Grade Achievement*** | *The state requirement is 75 percent* | | |
| 10. Reading | -- | **92.1 %** | **80.2 %** |
| 11. Mathematics | -- | **83.9 %** | 71.1 % |
| ***8th Grade Achievement*** | *The state requirement is 75 percent* | | |
| 12. Reading | -- | **88.0 %** | **80.9 %** |
| 13. Mathematics | -- | **81.2 %** | 69.2 % |
| 14. Science | -- | **75.0 %** | 64.8 % |
| ***Ohio Graduation Tests (10th Grade)*** | *The state requirement is 75 percent* | | |
| 15. Reading | -- | **93.9 %** | **83 %** |
| 16. Mathematics | -- | **91.4 %** | **80.4 %** |
| 17. Writing | -- | **95.3 %** | **84.1 %** |
| 18. Science | -- | **89.2 %** | 73 % |
| 19. Social Studies | -- | **92.3 %** | **79.6 %** |
| ***Ohio Graduation Tests (11th Grade)*** * | *The state requirement is 85 percent* | | |
| 20. Reading | -- | **98.5 %** | **91.6 %** |
| 21. Mathematics | -- | **97.6 %** | **89.2 %** |
| 22. Writing | -- | **98.2 %** | **93.2 %** |
| 23. Science | -- | **96.1 %** | **85.1 %** |
| 24. Social Studies | -- | **97.2 %** | **88.7 %** |
| ***Attendance Rate*** | *The state requirement is 93 percent* | | |
| 25. All Grades | **96.4 %** ✓ | **95.9 %** | **94.3 %** |
| ***2008-09 Graduation Rate*** | *The state requirement is 90 percent* | | |
| 26. School | -- | **96.2 %** | 83 % |

*Any result at or above the state standard is indicated by a ✓.*

-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

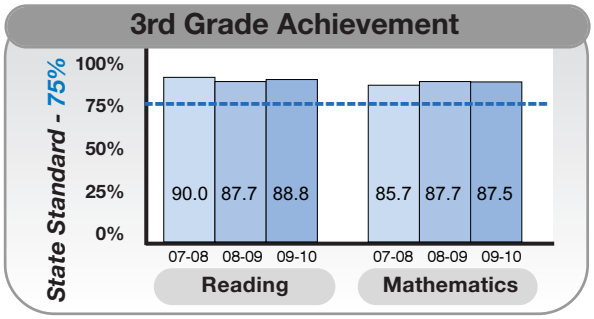
* Cumulative results for students who took the tests as 10th or 11th graders.

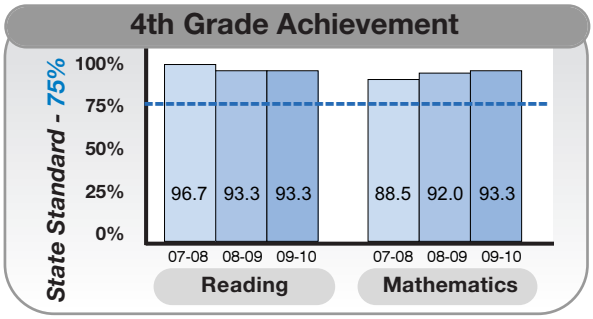
State Indicators: To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.

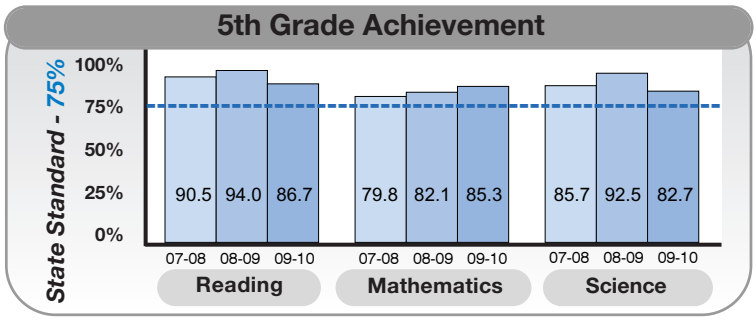
On the Web: reportcard.ohio.gov

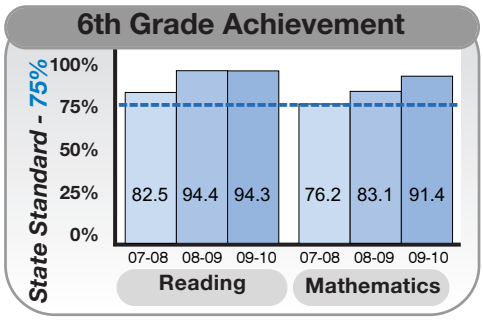
# Your School's Assessment Results Over Time

All students in the school for a full academic year are included in the results.




State Indicators

The State Indicators are based on state assessments, as well as on attendance and graduation rates.
To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment.
For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.

*Cumulative results for students who took the tests as 10th or 11th graders.

# Performance Index

## Performance Index Calculations for the 2009-2010 School Year

| Performance Level Across Grades 3-8 and 10 for all Tested Subjects (Includes every student enrolled in the school for a full academic year) | Percentage | X | Weight | = | Points |
|---|---|---|---|---|---|
| Untested | 0.0 | X | 0.0 | = | 0.0 |
| Limited | 3.7 | X | 0.3 | = | 1.1 |
| Basic | 7.1 | X | 0.6 | = | 4.3 |
| Proficient | 29.8 | X | 1.0 | = | 29.8 |
| Accelerated | 27.9 | X | 1.1 | = | 30.6 |
| Advanced | 31.6 | X | 1.2 | = | 37.9 |
| **Your School's Performance Index** | | | | | 103.7 |

The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 0 to 120 points. The Performance Index can be compared across years to show school achievement trends.

### Performance Index Over Time

| 2009-2010 | 2008-2009 | 2007-2008 |
|---|---|---|
| 103.7 | 103.8 | 101.2 |

# Value-Added Measure

**Overall Composite** +

Scores reflect grade level and overall composite ratings for the 2009-2010 school year.

| | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|---|---|
| **Reading** | + | + | ✓ | | |
| **Mathematics** | ✓ | + | + | | |

Note: Value-Added results are computed only for buildings that include students in grades 4 through 8.

Your school's Value-Added rating represents the progress your school has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved. Value-Added results are computed only for buildings that include sufficient testing data for students in any grade 4 through 8.

### Legend

+ = **Above** Expected Growth

✓ = **Met** Expected Growth

– = **Below** Expected Growth

On the Web: reportcard.ohio.gov

# Adequate Yearly Progress (AYP)

| Adequate Yearly Progress<br>Grades 3-8 and 10 Reading and Mathematics | | All Students | Economically Disadvantaged | Asian/Pacific Islander | Black, non-Hispanic | American Indian/Alaska Native | Hispanic | Multi-Racial | White, non-Hispanic | Students with Disabilities | Limited English Proficient |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Percent Proficient | Reading | Met | Met | NR | NR | NR | NR | NR | Met | Met | NR |
| | Mathematics | Met | Met | NR | NR | NR | NR | NR | Met | Met | NR |
| Percent Tested | Reading | Met | Met | NR | NR | NR | NR | NR | Met | NR | NR |
| | Mathematics | Met | Met | NR | NR | NR | NR | NR | Met | NR | NR |
| Graduation Rate* | | N/A | | | | | | | | | |
| Attendance Rate* | | Met | | | | | | | | | |
| AYP Determination by Subgroup | | Met | Met | NR | NR | NR | NR | NR | Met | Met | NR |

## AYP Determination by Indicator

| | |
|---|---|
| Reading Proficiency: | Met |
| Mathematics Proficiency: | Met |
| Reading Participation: | Met |
| Mathematics Participation: | Met |
| Graduation Rate: | N/A |
| Attendance Rate: | Met |
| AYP Determination for Your School: | Met |

## Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

For test indicators, AYP can be met in one of four ways:
1) meeting the AYP targets with current year results;
2) meeting the AYP targets with two-year combined results;
3) meeting the improvement requirements of Safe Harbor;
4) meeting the AYP targets with projected results.

For non-test indicators, AYP can be met in one of three ways:
1) meeting the AYP targets with current year results;
2) meeting the AYP targets with two-year combined results;
3) making improvement over the previous year.

* The non-test indicators used for overall AYP (Attendance Rate and Graduation Rate) are evaluated only for the All Students subgroup.

| | |
|---|---|
| N/A | Not applicable. |
| NR | Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators. |
| Met | This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results. |
| Not Met | This subgroup did not meet AYP for this indicator. |

AYP

Adequate Yearly Progress (AYP) is a federally required measure. Every school and district must meet AYP goals that are set for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to ten student groups: All Students, Economically Disadvantaged Students, Asian/Pacific Islander Students, Black, non-Hispanic Students, American Indian/Alaska Native Students, Hispanic Students, Multi-Racial Students, White, non-Hispanic Students, Students with Disabilities (IEP), and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP. Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating designation.

## 2008-2009 Graduation Rate Information

| American Indian/ Alaska Native | Asian or Pacific Islander | Black, non-Hispanic | Econ. Disadvtgd |
|---|---|---|---|
| -- | -- | -- | -- |

| Hispanic | Limited English Proficient | Multi-Racial | Students with Disabilities | White, non-Hispanic |
|---|---|---|---|---|
| -- | -- | -- | -- | -- |

The disaggregated graduation rates of your school are provided for informational purposes only and are not used for your AYP determination.

# State and Federally Required School Information

## Your School's Percentage of Students at Each Performance Level

| | Black, non-Hispanic | American Indian/ Alaska Native | Asian or Pacific Islander | Hispanic | Multi-Racial | White, non-Hispanic | Non-Disabled Students | Students with Disabilities | Migrant | Non-Econ. Disadvtgd | Econ. Disadvtgd | Limited English Proficient | Female | Male |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ***Percentage of Students Scoring Limited*** | | | | | | | | | | | | | | |
| Reading | -- | -- | 4.8 | -- | 9.1 | 2.3 | 1.1 | 13.9 | -- | 2.0 | 6.8 | 0.0 | 2.7 | 2.7 |
| Writing | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Mathematics | -- | -- | 4.8 | -- | 9.1 | 3.5 | 1.5 | 27.8 | -- | 3.5 | 11.4 | 16.7 | 4.0 | 5.3 |
| Science | -- | -- | -- | -- | -- | 3.2 | 1.5 | -- | -- | 4.9 | 0.0 | -- | 7.3 | 0.0 |
| Social Studies | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| ***Percentage of Students Scoring Basic*** | | | | | | | | | | | | | | |
| Reading | -- | -- | 4.8 | -- | 9.1 | 5.4 | 5.3 | 16.7 | -- | 5.1 | 15.9 | 16.7 | 6.0 | 7.3 |
| Writing | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Mathematics | -- | -- | 4.8 | -- | 9.1 | 5.8 | 4.9 | 13.9 | -- | 4.3 | 15.9 | 8.3 | 4.7 | 7.3 |
| Science | -- | -- | -- | -- | -- | 12.7 | 13.2 | -- | -- | 6.6 | 42.9 | -- | 7.3 | 20.6 |
| Social Studies | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| ***Percentage of Students Scoring Proficient*** | | | | | | | | | | | | | | |
| Reading | -- | -- | 28.6 | -- | 63.6 | 31.7 | 31.4 | 41.7 | -- | 29.3 | 52.3 | 58.3 | 26.0 | 39.3 |
| Writing | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Mathematics | -- | -- | 19.0 | -- | 36.4 | 28.2 | 28.8 | 25.0 | -- | 26.2 | 40.9 | 25.0 | 33.3 | 23.3 |
| Science | -- | -- | -- | -- | -- | 20.6 | 23.5 | -- | -- | 19.7 | 42.9 | -- | 29.3 | 17.6 |
| Social Studies | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| ***Percentage of Students Scoring Accelerated*** | | | | | | | | | | | | | | |
| Reading | -- | -- | 23.8 | -- | 18.2 | 32.0 | 33.0 | 11.1 | -- | 33.2 | 13.6 | 25.0 | 32.7 | 28.0 |
| Writing | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Mathematics | -- | -- | 19.0 | -- | 9.1 | 22.4 | 21.6 | 16.7 | -- | 22.3 | 13.6 | 33.3 | 20.7 | 21.3 |
| Science | -- | -- | -- | -- | -- | 47.6 | 48.5 | -- | -- | 52.5 | 14.3 | -- | 41.5 | 50.0 |
| Social Studies | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| ***Percentage of Students Scoring Advanced*** | | | | | | | | | | | | | | |
| Reading | -- | -- | 38.1 | -- | 0.0 | 28.6 | 29.2 | 16.7 | -- | 30.5 | 11.4 | 0.0 | 32.7 | 22.7 |
| Writing | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Mathematics | -- | -- | 52.4 | -- | 36.4 | 40.2 | 43.2 | 16.7 | -- | 43.8 | 18.2 | 16.7 | 37.3 | 42.7 |
| Science | -- | -- | -- | -- | -- | 15.9 | 13.2 | -- | -- | 16.4 | 0.0 | -- | 14.6 | 11.8 |
| Social Studies | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |

# Your School's Students 2009-2010

| Average Daily Student Enrollment | Black, non-Hispanic | American Indian or Alaska Native | Asian or Pacific Islander | Hispanic | Multi-Racial | White, non-Hispanic | Economically Disadvantaged | Limited English Proficient | Students with Disabilities | Migrant |
|---|---|---|---|---|---|---|---|---|---|---|
| 499 | -- | -- | 7.4% | -- | 3.7% | 85.9% | 13.4% | 4.7% | 10.6% | -- |

*-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.*

**Number of Limited English Proficient Students Excluded from Accountability Calculations** --

Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.

# Federally Required School Teacher Information

**Your Building's Poverty Status*:** Low Poverty

| | Your Building | District |
|---|---|---|
| Percentage of teachers with at least a Bachelor's Degree | 100.0 | 99.6 |
| Percentage of teachers with at least a Master's Degree | 58.3 | 64.2 |
| Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers | 0.0 | 0.0 |
| Percentage of core academic subject elementary and secondary classes taught by properly certified teachers | 100.0 | 100.0 |
| Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure | 0.0 | 0.0 |

*High-poverty schools are those ranked in the top quartile based on the percentage of economically disadvantaged students. Low-poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students.
-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

# Determining Your School's Designation

Determining your school's report card designation is a multi-step process. The first step is to determine a preliminary designation, which is based on the following components: 1) the percentage of indicators met, 2) the performance index and 3) AYP determination.

| Indicators Met | | Performance Index | | AYP Designation | | Preliminary Designation |
|---|---|---|---|---|---|---|
| 94%-100% | or | 100 to 120 | and | Met or Not Met | = | **Excellent** |
| 75%-93.9% | or | 90 to 99.9 | and | Met or Not Met | = | **Effective** |
| 0%-74.9% | or | 0 to 89.9 | and | Met | = | **Continuous Improvement** |
| 50%-74.9% | or | 80 to 89.9 | and | Not Met | = | |
| 31%-49.9% | or | 70 to 79.9 | and | Not Met | = | **Academic Watch** |
| 0%-30.9% | and | 0 to 69.9 | and | Not Met | = | **Academic Emergency** |

The preliminary designation results from identifying the higher value between the percentage of indicators met by your school and your school's performance index. AYP then is evaluated to determine its effect on the preliminary designation. There are three ways in which AYP can affect the preliminary designation.

1. If a school meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a school does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.
3. In all other cases, AYP has no effect on the preliminary designation.

Once the preliminary designation is determined, Value-Added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the school's final designation.

1. If your school's designation is restricted to Continuous Improvement due to AYP, Value-Added has no impact on the designation and the preliminary designation becomes the final designation.
2. If your school experiences above expected growth for at least two consecutive years, your school's final designation will increase by one designation.
3. If your school experiences below expected growth for at least three consecutive years, your school's final designation will decrease by one designation.

| Preliminary Designation | | Value-Added Measure* | Final Designation |
|---|---|---|---|
| **Excellent** | and | Above expected growth for at least 2 consecutive years | **Excellent with Distinction** |
| | | or | |
| | | Below expected growth for at least 3 consecutive years | **Effective** |
| **Effective** | and | Above expected growth for at least 2 consecutive years | **Excellent** |
| | | or | |
| | | Below expected growth for at least 3 consecutive years | **Continuous Improvement** |
| **Continuous Improvement** | and | Above expected growth for at least 2 consecutive years | **Effective** |
| | | or | |
| | | Below expected growth for at least 3 consecutive years | **Academic Watch** |
| **Academic Watch** | and | Above expected growth for at least 2 consecutive years | **Continuous Improvement** |
| | | or | |
| | | Below expected growth for at least 3 consecutive years | **Academic Emergency** |
| **Academic Emergency** | and | Above expected growth for at least 2 consecutive years | **Academic Watch** |
| | | or | |
| | | Below expected growth for at least 3 consecutive years | **Academic Emergency** |

*In all other cases, including if your school's designation has been restricted to Continuous Improvement, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.

## The National Assessment of Educational Progress (NAEP),

often referred to as "The Nation's Report Card," is the only nationally representative and continuing assessment that enables the comparision of performance in Ohio and other states in various subject areas. Schools and students within each state are selected randomly to be a part of the assessment. Not all students in the state or in a particular school take the assessment. Data are reported at the state level only, and there are no individual student or even school summary results. The assessments are conducted in mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. history.

To view Ohio's most recent
NAEP results, go to:

**http://education.ohio.gov**

and search for key word "NAEP"